Grade Level: 1 **Course Title: Art** **Topic/Concept: Art Foundations**

Time Allotment: 1 class **Unit Sequence: 1**

Major Concepts to be learned:

- Art tools: Using scissors and glue.
- Classroom procedures and student centers.
- What is an artist? How artists use creativity and problem solving to create.

Expected Skills to be demonstrated:

- Demonstrate safe use of art materials and learn art room expectations.
- Identify artists and discuss artwork using simple art vocabulary.
- Creativity and problem solving through the arts.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition	9.1.3H, C

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Lines and Shapes**

Time Allotment: 2 classes **Unit Sequence: 2**

Major Concepts to be learned:

- Element of Art: Line
- Element of Art: Basic Shapes
- The art of Henri Matisse

Expected Skills to be demonstrated:

- Recognize and create different types of lines in an artwork.
- Identify geometric and organic shapes and create artwork using basic shapes.
- Identify works created by Henri Matisse.

PA Standards/Anchors:	Eligible Content:
9.1. Production, Performance and Exhibition 9.2. Historical and Cultural Context	9.1.3A, B, C 9.2.A

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 | **Course Title: Art** | **Topic/Concept: Color**

Time Allotment: 3 classes | **Unit Sequence: 3**

Major Concepts to be learned:

- Element of Art: Color
- Color and emotions: Discuss how colors communicate feelings and moods.
- Tempera paint use and color mixing.

Expected Skills to be demonstrated:

- Identify and use primary colors.
- Mix primary colors to create secondary colors.
- Warm and cool color art project.

PA Standards/Anchors:	Eligible Content:
9.1: Production, Performance and Exhibition 9.3: Critical Response 9.4: Aesthetic Response	9.1.3A 9.3.3B 9.4.A

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Form/Paper Manipulation**

Time Allotment: 2 classes **Unit Sequence: 4**

Major Concepts to be learned:

- Paper maipulation
- Constructing with paper
- Element of art form and creating paper sculptures

Expected Skills to be demonstrated:

- Students will demonstrate basic cutting, folding and bending skills using paper.
- Construct a sculpture using paper techniques.
- Identify characteristics of three-dimensional art.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3A, B, H

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Texture**

Time Allotment: 3 classes **Unit Sequence: 5**

Major Concepts to be learned:

- Introduction to visual and actual (real) texture.
- Element of art texture.

Expected Skills to be demonstrated:

- Students will be able to determine which is visual texture and actual texture.
- Students will experiment with creating texture.

PA Standards/Anchors:	Eligible Content:
9.1: Production, Performance and Exhibition 9.3: Critical Response	9.1.3A 9.3.3B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Space & Overlapping Shapes**

Time Allotment: 3 classes **Unit Sequence: 6**

Major Concepts to be learned:

- Element of art space.
- Overlapping shapes to create space.
- The art of Jim Dine

Expected Skills to be demonstrated:

- Students will recognize the element of art space.
- Students will learn how to overlap basic shapes.
- Students will learn foreground, middle-ground, and background.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3A, B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 | **Course Title: Art** | **Topic/Concept: Value**

Time Allotment: 3 classes | **Unit Sequence: 7**

Major Concepts to be learned:

- Element of art value.
- Tints (White + Hue)
- Shades (Black + Hue)

Expected Skills to be demonstrated:

- Students will recognize the element of art value.
- Students will learn how to make value by mixing tints (White + Hue)

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3A, B, H

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Self Portraits**

Time Allotment: 3 classes **Unit Sequence: 8**

Major Concepts to be learned:

- Identify and draw facial features proportionally.
- Create a self-portrait using observation skills.
- Understanding self-portraits from a historical perspective.

Expected Skills to be demonstrated:

- Students will be able to use a mirror to determine colors, shapes, and lines to use in their self-portrait.
- Students will be able to recognize famous portraits: (Mona Lisa) (Vincent Van Gogh) (Frida Kahlo)
- Students will be able to use simple shapes to create facial features in their self-portrait.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.3 A, B, C, D, H, J 9.2.3 C 9.3.3 B, C

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 | **Course Title: Art** | **Topic/Concept: Weaving**

Time Allotment: 3 classes | **Unit Sequence: 9**

Major Concepts to be learned:

- History of weaving and fiber art around the world.
- Functional art and non-fuctional art.

Expected Skills to be demonstrated:

- Students will use a warp and weft to create a simple weaving.
- Students will learn the parts of a loom and use paper to craft a work of art.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.3 B, C, D, J 9.2.3 A, D, G, K 9.3.3 C, F

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Clay Slabs**

Time Allotment: 3 classes **Unit Sequence: 10**

Major Concepts to be learned:

- Basic clay handbuilding technique: slab construction.
- Adding design and texture to clay.

Expected Skills to be demonstrated:

- Students will learn and be able to identify the different stages of clay.
- Students will be able to use clay tools to add designs and textures.
- Students will learn how to paint on clay surfaces.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3 A, B, H, J

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Community and Group Project**

Time Allotment: 1 class **Unit Sequence: 11**

Major Concepts to be learned:

- The importance of group and community artwork.
- Collaboration in the arts.

Expected Skills to be demonstrated:

- Students will create a cross-diciplinary artwork in collaboration with other related arts classes.
- Student art will reflect community and Mercer Mustang pride.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3 A, F, I

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 | **Course Title: Art** | **Topic/Concept: Art Around the World**

Time Allotment: 3 classes | **Unit Sequence: 12**

Major Concepts to be learned:

- How art reflects history, culture, traditions, and geographic regions.
- Each year, students will learn about a different continent from around the world.

Expected Skills to be demonstrated:

- Students will observe art from around the world including folk art.
- Students will learn and identify famous artists from around the world.
- Students will create a choice project inspired by the continent taught.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.2 Historical and Cultural Contexts 9.3 Critical Response	9.1.3 A, B, C, D, H, J 9.2.3 A, E, F, G 9.3.3 B

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 | **Course Title: Art** | **Topic/Concept: Glow Show**

Time Allotment: 3 classes | **Unit Sequence: 13**

Major Concepts to be learned:

- What an art installation is.
- Art show etiquette and displaying art for community viewing.

Expected Skills to be demonstrated:

- Students will create a glowing art work for an art installation.
- Students will learn about art shows and art installations.
- Students will look at the layout of museums virtually to understand how artists display their artwork.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition 9.4 Aesthetic Response	9.1.3 A, B, C, H 9.4.B, D

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)

Grade Level: 1 **Course Title: Art** **Topic/Concept: Stamping and Symmetry**

Time Allotment: 2 classes **Unit Sequence: 14**

Major Concepts to be learned:

- Types of symmetry in the arts.
- Printmaking and using stamps in a work of art.

Expected Skills to be demonstrated:

- Students will be able to identify linear symmetry and asymmetry.
- Students will use stamping to create a work of art using linear symmetry.

PA Standards/Anchors:	Eligible Content:
9.1 Production, Performance and Exhibition	9.1.3A, B, C, H

Instructional Strategies:	Assessments:
• Demonstration • Hands-on activity • Facilitate, practice, and model responsible use of tools	• Observation • Student Participation • Project • Studio Projects (70%) • Participation and Effort (20%) • Art Discussions, Vocabular Checks, Reflections (10%)